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ABSTRACT

In developing a student satisfaction questionnaire relating to the philosophy of "open door" colleges and characteristics of adult learners, a literature review was conducted on student retention, satisfaction, and motivation, questionnaire construction, and adult learner characteristics. Questionnaire objectives were developed and included providing (1) a way for Piedmont Technical Institute students to express their feelings about the school, (2) base data for faculty and administrators on student satisfaction levels, (3) means for studying satisfaction as a retention factor, and (4) accommodation of students' reading abilities. General categories for questionnaire items were determined: policies, working conditions, compensation, instruction quality, social activities, and recognition. Within the broad categories, individual items were developed, submitted to a reading specialist for a readability test, and revised as recommended to the seventh grade reading level. Individual items were subsequently considered for appropriateness, content, and structure by a panel of judges and were revised according to panel recommendations. The questionnaire was field-tested, and discussions with students were held to elicit their perceptions of the instrument. The questionnaire appeared to be a statistically consistent and valid instrument. A copy of both the original and revised questionnaire is appended. (TR)

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THE DEVELOPMENT OF A STUDENT SATISFACTION QUESTIONNAIRE FOR ADULT LEARNERS AT PIEDMONT TECHNICAL INSTITUTE

by

Thomas E. Carden

Piedmont Technical Institute

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AN ABSTRACT OF

THE DEVELOPMENT OF A STUDENT SATISFACTION QUESTIONNAIRE

FOR ADULT LEARNERS AT PIEDMONT TECHNICAL INSTITUTE

The purpose of this study was to develop a student satisfaction questionnaire which related to the philosophy of the "open door" college and the characteristics of adult learners as defined by Knowles. A review of the literature was made in the areas of student retention, student satisfaction, student motivation, questionnaire construction, and characteristics of adult learners. Based on this review, objectives were identified and translated into six categories of items. The questionnaire items were then submitted to a reading specialist to determine the readability of the items. Items were adapted to a seventh grade reading level based on the specialist's recommendations and were submitted to a panel of judges, the Admissions and Retention Committee. After the judges' comments were included in the instrument, it was field tested with three randomly selected classes. Additionally, participants were asked a series of questions dealing with content, readability, and format. Their recommendations were also included in the final version. Finally, the Chi-Square test was used to determine the consistency of the instrument relative to the responses of the three field test classes.

It was concluded that the Piedmont Technical Institute Student Satisfaction Questionnaire closely paralleled the guidelines and suggestions in the literature. It was further concluded that it reflected the input from the reading specialist, panel of judges, and students participating in the

field test. Finally, it was concluded that the questionnaire was a consistent and valid instrument for determining student satisfaction within the context of the "open door" philosophy and the characteristics of adult learners. The implications of the study for Piedmont Tech were to provide a vehicle for student expression and for gathering base data relative to retention marketing. It was recommended that the instrument be used to gather data for the development of a marketing retention plan and that the reliability coefficient be established as well as statistical validity.

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Chapter 1

INTRODUCTION

"Retention research over the past fifty years has not been productive for the most part. We haven't learned anything new and we haven't used what we know. Yet we continue to "conclude" that further research is needed."[1] These comments serve as a sad indictment of our current research efforts related to student retention. "Basically, retention research has focused on the characteristics of students who dropped out." These characteristics are generally compared with the characteristics of students who persisted. (Ashbaugh, 1973, Boshier, 1972 and 1973, Carney, 1976, Denitroff, 1974, Dollar, 1970, Londoner, 1972, and Zaccarina and Creaser, 1971.) These comparisons identify areas "where the student failed, where the student went astray, and what was wrong with the student."[3] However, this attitude is contrary to the "open door" philosophy of community colleges. These institutions are by definition humanized, personalized, and individualized. Thus, students are treated as individuals with unique talents, interests, and needs. This philosophy denotes a neglected factor in student retention studies--the institution. Perhaps, institutions have failed students in

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[1]Lee Noel, "College Student Retention--A Campus-Wide Responsibility," The National ACAJ Journal, July 1, 1976, pp. 3[illegible]-36.

[2]Ibid.

[3]Ibid.

areas of curriculum, teaching, student services, or student activities. For these reasons there is a need "to study the interaction between the student and the institutional environment."[4] The purpose of this study was to develop a questionnaire on student satisfaction which was specifically aimed at studying this interaction within the context of a two year, "open-door" institution, and relative to the needs and characteristics of adult learners.[5] The items were developed from reviewing the literature relative to student satisfaction, retention, and the characteristics of adult learners. They were modified in order to maintain readability and consistency of content. Finally, they were validated through the use of a panel of judges and a field test.

STATEMENT OF PROBLEM

The problem addressed by this study was the development of a student satisfaction questionnaire related to the philosophy of the "open door" college and the characteristics of adult learners.

BACKGROUND AND SIGNIFICANCE OF THE STUDY

Many post-secondary institutions today are faced with possible budget reductions, faculty dismissals, and excess capacity in physical plants because of declining enrollments. In addition to these dilemmas, the recurring economic woes of the country have dimmed the appropriations outlook for many schools

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[4] Ibid.

[5] Malcolm S. Knowles, The Modern Practice of Adult Education (New York: Association Press, 1970), p. 39.

by reducing state revenue expectations.[6] Although these foreboding signals are disturbing to the academic community, they are part of a recognized pattern which most business enterprises experience on a cyclical basis.[7] In addition to private businesses, many non-profit organizations outside of public education have also experienced this cycle in their never-ending battle to secure funds. In the forefront of these organizations are many private liberal arts colleges. As a way of competing for donation dollars, these schools have invested heavily in marketing techniques for a number of years. With the likelihood of decreasing student enrollments, many private as well as public colleges and universities are also adopting marketing techniques as a way of attracting and keeping students.[8]

Indeed, over the past couple of years, the term "marketing" has supplanted the term "recruitment" within the jargon of higher education. It is important to note that marketing implies more than tacit recruitment or sales.[9] It implies planning: identifying groups to whom the service will appeal; doing research to learn the groups' needs and preferences; and developing production, distribution, pricing, and service systems.[10] The nucleus of marketing, therefore, is attracting and satisfying a public.

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[6]Walter P. Gorman, "An Evaluation of Student-Attracting Methods and University Features by Attending Students," College and University, Winter, 1976, pp. 220-225.

[7]Gorman, "Marketing Approaches for Promoting Student Enrollment in Higher Educational Institutions," College and University, Spring, 1974, pp. 242-250.

[8]Ibid.

[9]Thomas Huddleston, Jr., "Marketing: The Applicant Questionnaire," College and University, Winter, 1976, pp. 214-218.

[10]Philip Kotler, "Why We Need Marketing," CASE Currents, May, 1977, p. 1.

A marketing approach to recruitment and retention includes determining both what particular institutional resources and advantages attract students and what components are essential to a "staying environment" where students continue to re-enroll. This data must be ascertained through careful research and analysis at the local level. Such a concept of research and analysis is a primary component of the marketing system developed by Downing.[11] Piedmont Technical Institute (Roxboro, North Carolina) has adopted Downing's model as a framework for implementing a program of recruitment and retention marketing. Research has already been conducted at the institution relative to appraising the existing student-attracting features.[12] However, to date, little research has been done at the institution to determine how satisfied adult students are with such broad areas as institutional policies, campus life, working conditions, quality of education, and social activities. Additionally, the tremendous amount of research that has been conducted in the area of student retention has, for the most part, been directed at either secondary or traditional college students. Consequently, very little has been conducted among two year students who do not fit the traditional stereotype of the four year college student. Therefore, a questionnaire needs to be developed which is both in keeping with the philosophy of the "open door" college and which is based on the characteristics of adult learners.

The importance of this data is paramount to the development of the marketing process, and hence, the viability of the institution. Suffice it

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[11]George D. Downing, Basic Marketing (Columbus, Ohio: Charles E. Merrill Publishing Co., 1971), p. 61.

[12]Thomas E. Carden, "A Comparison of New Students' Reasons for Initially Attending Piedmont Technical Institute Relative to Age, Gender, and Race," (unpublished practicum, Nova University, 1978).

to say that the best way to keep enrollment increasing is to retain the students who have already been recruited. A recent survey at Piedmont Tech revealed that this has not occurred. Retention rates for an eight quarter period (Fall, 1975 to Summer, 1977) for each program ranged from 14 percent to 70 percent with a mean for all programs of 42.6 percent. (See AppendixA.) The questionnaire that was developed in this study will be used in a future study of student satisfaction. It is expected that that study will reveal if Piedmont Tech is offering the kind of atmosphere where adults will feel self-respect and self-worth. It is in this light that the practicum is appropriate for the core module, Learning Theory and Application. Numerous authors, including Knowles, Symonds, and McClelland, have noted the importance of structuring learning experiences in which adults feel comfortable and which are condusive to learning. It is expected that the instrument developed in this study will help supply information in terms of student satisfaction.

The Literature

The concept of research as a basic component of marketing has been expounded upon by many authors. In his volume, Management: Tasks, Responsibilities, Practices, Peter Drucker states that "the aim of marketing is to know and understand the customer so well that the product or service fits him and sells itself."[13] Other writers, among them Downing and Kotler, note that business decisions are not made in a vacuum. To be effective, they must be based on fact. "Their effectiveness and that of the entire firm depend upon market information."[14] Kotler further emphasizes that marketing requires

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[13]Peter Drucker, Management: Tasks, Responsibilities, Practices (New York: Harper and Row, 1974), p. 64.

[14]Downing, op. cit., p. 87.

"a good job of studying the buyer's need, perceptions, motivation, and preferences."[15]

This theme of research and evaluation relative to "customer satisfaction" is also emphasized by writers in the area of student retention. They place particular importance on identifying factors influencing students to remain in a particular school. William H. Huber notes in an article in College and University that students' decisions to stay in school are based on the gratification of needs.[16] He expands this theme by stating that there are generally broad inconsistencies between the needs of students and the needs of institutional policy makers. He adds that these "glaring inconsistencies . . . will explain a large portion of the attrition rate most schools experience."[17] Huber concludes by saying that "a reassessment and re-direction of effort is long overdue if educators are sincere in this alleged commitment to serve the needs of each individual to help him reach the highest level of need fulfillment and self-actualization."[18]

Additional persistence factors are noted by Astin. Based on the results of his study, Astin emphasizes the importance of background factors in the success of student; however, he notes that features of the institution, such as dormitories and financial aid, increase student satisfaction and retention.[19] In a similar article, Anderson lists and discusses ten major

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[15]Kotler, op. cit., p. 4.

[16]William H. Huber, "Channeling Students for Greater Retention," College and University, Fall, 1974, pp. 19-29.

[17]Ibid., p. 20.

[18]Ibid., p. 29.

[19]Alexander W. Astin, "Student Persistence. Some Stay, Some Don't--Why?" College and University, Summer, 1972, pp. 298-306.

themes in coordinating successful retention programs for low-income and minority college students. He concludes that "retention begins with an ethically conducted recruitment program and admissions standards based upon research concerning the characteristics of persisters."[20]

The Noel article, cited above, repeats Anderson's conclusion that recruitment efforts and materials have a significant effect upon retention.[21] However, he also stresses the importance of the following as retention factors: quality of instruction; availability of faculty for consultation; freedom to contact faculty for consultation; faculty involvement outside the classroom; membership in a meaningful primary group; and at least one faculty member who cares. Noel concludes that two components are essential in developing a "staying environment"--academic (curriculum and instruction) and social/psychological (faculty, peers, environment).

In a workshop on student retention which was held in the early fall of 1977 at Technical Institute of Alamance (Haw River, North Carolina), students were asked to identify problems which lead to students' leaving school. Portions of their comments follow:

> 1. Often times, schools "beat the bushes" to recruit students to fill their classes. However, they either do not conceive of similar need or do not have a similar desire to work at keeping these students. Students feel recruited and then dropped by the institution.
> 2. School administrators are not providing the necessary atmosphere for students to be properly motivated and enthusiastic. They do not provide the reasons for students to stay in school.

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[20] Edward C. Anderson, "An Equal Opportunity Program Retention Design," College and University, Summer, 1976, pp. 692-699.

[21] Noel, op. cit.

3. Many classes and programs are not challenging and often just plain boring. Teachers teaching from old notes or from apparently no notes provide little reason for the student to stay. Some students question naturally why such courses are even required.

4. There may be a lack of interest and/or concern by faculty advisors in their students.

5. Institutions are not always fully responsive to the students' needs, especially those of evening students.[22]

In looking beyond the states (or socially acceptable) reasons for leaving school (financial, health, personal), this review suggests other factors which are significant in the dissatisfaction and loss of students. Among them are: isolation (loneliness, depression, failure to affiliate with a primary group); academic boredom (overlap with high school, uninspired teaching); dissonance, incompatability (environment, curriculum, people on campus); irrelevance of courses (policies, and methodology); failure to meet higher level needs of students (as defined by Maslow); contridictions between recruitment materials and the reality of campus life; and the failure of the faculty advisement process. In short, institutions of higher education are failing students by not treating them as individuals with unique talents, interests, and needs. Thus, they are failing to satisfy and retain students.

College student satisfaction and dissatisfaction, although possibly one of the most meaningful indicators of student attitude towards their educational experience, is probably one of the least investigated variables in the college setting. However, at least one attempt has been previously made to systematically study this ever-present campus variable. The College

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[22]Ben Wolverton, "Summary of Discussion from Student Retention Workshop" (Haw River, N. C.: Technical Institute of Alamance, November 10, 1977), p. 2. (Mimeographed.)

Student Satisfaction Questionnaire (CSSQ) was developed at Iowa State University in the early seventies.[23] The development of the CSSQ was based on the premise that the study of college student satisfaction can draw upon principles and methods which were derived from years of research on the satisfaction of employees in business and industry. Job satisfaction research (Herzberg, Hoppock, Vroom) provides meaningful information for employers seeking to understand and satisfy the needs of their employees. Starr contends that a better understanding of job satisfaction and dissatisfaction of students can lead to changes in the college environment, which should help students move toward improved adjustment at a higher level of performance in the student's job, i.e. learning.[24] Although the basic premise of the CSSQ expounded in the manual influenced the direction of the questionnaire developed in this study, CSSQ was written for and validated by typical four year college students. That orientation is contrary to the purposes of this study which was to develop a questionnaire relative to the "open door" philosophy and the characteristics of adult learners. Additionally, the CSSQ, itself, is no longer available from the publishers, Central Iowa Associates.

The purpose of this study, as stated above, was the development of a questionnaire to determine student satisfaction in terms of the adult learner. The obvious shortcomings of a locally produced instrument over a standardized version are recognized by the writer. However, Best notes that this

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[23]Ann M. Starr, College Student Satisfaction Questionnaire Manual, U. S., Educational Resources Information Center, ERIC Document ED 058 268, 1971.

[24]Ibid.

type of questionnaire "has unique advantages and, properly constructed and administered, it may serve as a most appropriate and useful data-gathering device."[25] Further justification for a locally produced marketing questionnaire is stated by Huddleston in the article previously cited. He notes that although national instruments exist, they are generally not localized, and therefore, not always relevant to a particular audience.[26] Noel notes that little is gained by knowing what a national retention or attrition agent might be. He adds that a retention agent on one campus might be an attrition agent on another. He concludes that the important thing is to determine "what the students say and think, and how they behave and react" on the local level.[27]

Best indicates that question writing is a difficult job, one that requires a great deal of hard work, imagination, and ingenuity."[28] Freed offers ten principles for more relevant questionnaire construction based on his experiences of reading, constructing, and responding to many questionnaires.[29] His principles are:

1. Be specific when formulating the objectives of the study.
2. The questionnaire should be expressive of the objectives of the study.
3. Build in continuity.

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[25]John W. Best, Research in Education (Englewood Cliffs, N. J.: Prentice-Hall, 1970), p. 162.

[26]Huddleston, op. cit.

[27]Noel, op. cit.

[28]Best, op. cit., p. 169.

[29]Melvin N. Freed, "In Quest of Better Questionnaires," Personnel and Guidance Journal, October, 1964, pp. 187-188.

4. Consider the use that will be made of the collected data.
5. Each question should be clearly stated.
6. Define controversial terms.
7. Preserve balance within as well as among questions.
8. Observe parallelism and exclusiveness in multiple-choice questions.
9. Be decisive.
10. Respect the respondent's intelligence.[30]

In addition to these cardinal principles, Young notes considerable experimentation with pilot studies and pre-testing of different forms and wording is often necessary in order to formulate a successful questionnaire.[31] She concludes that although the content of the questionnaire will be governed by the purposes of the study, many problems of communications apply to all surveys regardless of the content. These are language, frame of reference, and arrangement of the questions. Huddleston suggests that there are four basic criteria of question writing which develop "simplistic yet salient" instruments: Are the questions too many or too few? Are the questions related to the problem to be studied? Is the question ambiguous? Is the question a leading question?[32]

The North Carolina Community College System's publication on student follow-up also offers suggestions on questionnaires and questionnaire form, as well as on the appearance, wording, length, and distribution of such instruments.[33] This review suggests that the construction of an effective questionnaire necessitates knowing specifically what the objectives are, an

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[30]Ibid.

[31]Paulene Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J.: Prentice-Hall, 1956), p. 183.

[32]Huddleston, op. cit.

[33]Charles Sutton, Student Follow-up (Raleigh, N. C.: Department of Community Colleges, 1977), pp. 28-39.

effective communication of these objectives into the instrument, and a respectful consideration of the person who will cooperate by responding to the instrument.

Best suggests two ways for establishing the validity of questionnaire items—submit the items to a panel of judges who are knowledgeable in the field, and field test the instrument with a number of subjects who resemble the planned audience.[34] These tests help eliminate items which are ambiguous or which are not of the same type as the rest.

As was noted above, the questionnaire developed in this study is concerned with the characteristics of adult learners. In his book, The Modern Practice of Adult Education, Malcolm Knowles premises his theory of andragogy on four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners on which traditional pedagogy is premised.[35]

> These assumptions are that, as a person matures, (1) his self concept moves from one of being a dependent personality towards one of being a self-directing human being, (2) he accumulates a growing reservoir of experiences that becomes an increasing resource for learning, (3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles, and (4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, his orientation toward learning shifts from one of subject centeredness to one of problem centeredness.[36]

When these assumptions are translated into a process for planning and operating educational programs, that process turns out to be quite

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[34] Best, op. cit., pp. 171-175.

[35] Knowles, op. cit., p. 39.

[36] Ibid.

different from the curriculum planning and teaching processes traditionally employed in higher education. In turn, they also translate into developing a student questionnaire which is quite different from any used traditionally in higher education, such as The College Student Satisfaction Questionnaire.

PROCEDURES FOR DEVELOPING THE QUESTIONNAIRE

The procedures for developing the questionnaire were as follows:

1. The current literature on student motivation, student persistence, student satisfaction, and student retention was reviewed.

2. The literature on questionnaire development was reviewed.

3. Knowles' assumptions about the characteristics of adult learners were reviewed.

4. In light of the above, objectives for the questionnaire were developed.

5. Six general categories for questionnaire items were determined relative to the literature and objectives.

6. In each of the broad categories, individual questionnaire items were developed. (These were placed on note cards for ease of refinement, revision, or replacement.)

7. Individual items were submitted to a reading specialist for a test of readability. Items were revised as recommended to the 7th grade reading level.

8. A panel of judges was formed which was made up of the Admissions and Retention Committee to consider the merits of each individual item in terms of content, appropriateness, and structure. This consideration served as a test of validity.

9. Items were refined, revised, or replaced as specified by the panel of judges.

10. Items were arranged in order and the questionnaire was typed and reproduced. (Form A)

11. The questionnaire was field tested with three randomly selected classes.

12. Discussions were held with the students to determine perceptions about the instrument.

13. The consistency of the instrument was tested statistically by tallying the responses separately for each of the three classes for each of the five Likert columns. The total frequency of responses in each of the five columns was totaled for each of the three classes. Since the data was treated as nominal, a non-parametric test, Chi-Square, was selected. The formula as listed by Best for Chi-Square (X^2) follows:[37]

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

The null hypothesis to be tested was "There is no significant difference between the responses of three randomly selected classes on the Piedmont Technical Institute Student Satisfaction Questionnaire relative to the degree of satisfaction." If the null hypothesis was accepted, this would suggest that the instrument elicited responses which were consistent for the three randomly selected groups. The .05 level was selected as the criterion for statistical significance. The critical value of Chi-Square was determined to be 15.207 (8 df at .05 level).[38] A contigency table was

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[37] Best, op. cit., p. 278.

[38] W. James Popham, Educational Statistics (New York: Harper and Row, 1967), p. 405.

constructed which consisted of three rows (the three classes), and five columns (the five Likert responses). The frequency of response totals for each class were entered onto the table in their corresponding cell. These numbers were labeled the observed frequencies (f_o). The expected frequencies (f_e) for each cell were computed by using the following formula:

$$f_e = \frac{(\Sigma f_o \text{columns})\ (\Sigma f_o \text{rows})}{\text{grand total}}$$

The computed expected frequencies were then entered in the appropriate cell in parentheses. A computation table was constructed to compute the value of Chi-Square. After computation was completed, the computed value was compared with the critical value as listed above. The null hypothesis was accepted if the critical value exceeded the computed value of Chi-Square.

14. Final revisions were made based on the above procedures.

DEFINITIONS

Student Satisfaction: The gratification or fulfillment of the needs and wants of students in the areas of institutional policies, working conditions, compensation, quality of education, social life, and recognition.

Adult Learner: Any student enrolled in post-secondary education who has passed his or her eighteenth birthday.

Questionnaire: An instrument designed to elicit evaluative information in responses to a fixed set of responses.

LIMITATIONS

1. The questionnaire was developed based on conditions as they exist at Piedmont Technical Institute (Roxboro, North Carolina). This may limit the applicability of certain items to other institutions.

2. The questionnaire items were not validated statistically, nor was a reliability coefficient determined.

3. The content and scope of questionnaire items were limited to the writer's opinions and perceptions relative to the review of the literature and to input from the panel of judges and the field test.

ASSUMPTIONS

1. The questionnaire was premised on the assumption that adult learners in "open door" institutions are different from traditional four year college students in terms of needs and wants in their learning experiences.

2. Student satisfaction was assumed to be an important factor in the retention of adult learners.

3. The study assured that Knowles' assumptions about the characteristics of adult learners are valid.

Chapter 2

THE RESULTS

The problem to which this study addressed itself was the development of a student satisfaction questionnaire related to the philosophy of the community college and the characteristics of adult learners. In order to accomplish this task, a review of the literature on student motivation, student persistence, student satisfaction, and student retention was made. That review suggested factors which are significant in the dissatisfaction and loss of students. Among these were isolation, dissonance, imcompatibility, irrelevance of campus life, academic boredom, failure to meet emotional needs of students, misleading recruitment efforts, and failure of the faculty advisement process.

An additional review of the literature was conducted in the area of questionnaire construction and validation. The results of this review suggested that the construction of questionnaires required the outlining of specific objectives, and the clear translation of these objectives into an instrument which is respectful of the respondent. It further suggested that validity of items can be established by using a panel of judges and a field test of the instrument. Finally, Knowles' assumptions about the characteristics of adult learners were reviewed within the context of achieving student satisfaction.

After the appropriate literature was reviewed, the objectives of the questionnaire were articulated as follows:

1. To provide a vehicle by which students can express their feelings about Piedmont Technical Institute;

2. To provide base data to faculty and administrators about the satisfaction level of students;

3. To provide a vehicle for studying the satisfaction variable in student retention; and

4. To provide an instrument that would accomodate the reading abilities of the majority of Piedmont Tech students.

Subsequent to developing the objectives, six areas of student satisfaction were identified--policies, working conditions, compensation, quality of instruction, social activities, and recognition. These areas were similiar to those suggested by Starr in the College Student Satisfaction Questionnaire Manual. In each area, very rough items were developed. After these items were written down on note cards, the literature was reviewed again to make sure that no area of concern was left unmentioned. This process produced a total of seventy-eight questionnaire items. A five point Likert scale was used on each item. (1=very dissatisfied, 2=dissatisfied, 3=not sure, 4=satisfied, and 5=very satisfied.) In addition to the questionnaire items, an introductory paragraph was written explaining the purpose of the instrument and the instructions for completing it. Finally, a personal data section was developed which consisted of the following demographic areas--sex, race, age, curriculum, number of quarters of attendance, employment status, and financial aid status.

After items were refined, they were submitted to a reading specialist for a test of readability. After much discussion between the reading specialist and the writer about the objectives of the questionnaire and the potential audience to which it would be administered, it was mutually agreed that a

seventh grade reading level was appropriate. The reading specialist carefully examined the instructions and each item to determine their readability. Specifically, she gave attention to three areas--the length of sentences, the number of syllables in words, and the use of jargon. After this analysis, it was determined that the questionnaire in its initial edition was approximately on a tenth grade reading level. The reading specialist offered suggestions as to which words and sentence patterns were cumbersome to poor readers. Additionally, educational jargon such as "interpersonal skills and social competence" and "building skills in problem-solving, decision making, and evaluation" were noted as inappropriate. Based on the recommendations of the reading specialist, the questionnaire items were reworded or re-phrased to accomodate a lower reading level. A second examination by the specialist indicated a seventh grade reading level on the revised edition.

Next, a panel of judges was formed to review the questionnaire items in terms of content, appropriateness, and structure. Rather than form a new committee, the writer decided to use an existing committee which was both concerned with and knowledgeable about retention of students. Therefore, the Admissions and Retention Committee of the institute was asked to serve as a panel of judges. The committee voted to assist the writer in this capacity. The committee is representative of all campus constituencies, excepting trustees. The writer met with the Admissions and Retention Committee on March 30, 1978 in regular session. A copy of the questionnaire was distributed to each member beforehand. At the meeting, each section and item on the questionnaire were examined on an individual basis. The various committee members made comments about the wording or content of numerous items. The criticisms most often given were the use of jargon and the

wordiness of statements. The writer explained that the wordiness was not good questionnaire form; however, in some instances, it was necessary to give the student certain bits of information before asking his opinion about a topic. The criticism about the jargon was noted for change. After the meeting, the questionnaire items which received criticism were reworded and a new copy of the questionnaire was submitted to the panel of judges on an individual basis for their final comments. All of these were returned and the final comments were incorporated into the instrument. This version was titled Form A. (See Appendix B)

Form A of the instrument was field tested with classes which were selected by assigning a number to each class on the master schedule and entering a table of random numbers. Three classes were selected:

SOC 101 - General Sociology (1045-1330, F)

ENG 152 - Communication Skills II (1130-1245, Th,F)

ECO 102 - Economics I (1800-1915, T,Th).

The writer approached each instructor and requested thirty minutes to distribute the instrument to members of the class. Five students in each class were selected to participate in completing the instrument. Selection was on a volunteer basis. The volunteer method was selected because it was assumed that students who volunteered would be more cooperative and open about answering items and about offering comments. In each class, the writer explained why the survey was being conducted and then distributed the form. He remained available for questions while the students completed the form. After the forms were completed, the writer asked the participants various questions about the instrument relative to wordiness, layout, length, readability, content, and scope. Student responses to these questions were noted by the writer to be included in the final version.

Table 1. A Chi-Square Test Of The Hypothesis That There Is No Significant Difference Between The Responses Of Three Randomly Selected Classes On The Piedmont Technical Institute Student Satisfaction Questionnaire Relative To The Degree Of Satisfaction.

Group	SUM OF THE FREQUENCIES					
	1	2	3	4	5	Sub-total
I	13 (11)	20 (18)	68 (60)	146 (155)	66 (69)	313
II	10 (10)	23 (17)	42 (55)	143 (141)	68 (63)	286
III	5 (8)	6 (14)	49 (44)	122 (115)	50 (51)	232
Sub-Total	28	49	159	411	184	831

THE COMPUTATION OF X^2

		f_o	f_e	(f_o-f_e)	$(f_o-f_e)^2$	$\frac{(f_o-f_e)^2}{f_e}$
I	1	13	11	2	4	.36
I	2	20	18	2	4	.22
I	3	68	60	8	64	1.06
I	4	146	155	-9	81	.52
I	5	66	69	-3	9	.13
II	1	10	10	0	0	0
II	2	23	17	6	36	2.11
II	3	42	55	-13	169	3.07
II	4	143	141	-2	4	.02
II	5	68	63	5	25	.39
III	1	5	8	-3	9	1.12
III	2	6	14	-8	64	4.57
III	3	49	44	5	25	.56
III	4	122	115	7	49	.42
III	5	50	51	-1	1	.01

$X^2 = 14.56$

After the questionnaires were completed by the students, the instrument was tested statistically for consistency. First of all, the responses for each of the three classes were tallied separately for each of the five Likert columns. The total number of responses in each of the five columns were added for each of the three classes. This procedure gave a total number of "1" responses, "2" responses, and so on, for each of the three classes. A contingency and computation table were constructed (See Table 1) for computing the Chi-Square (X^2) value. The computed Chi-Square (14.56) was compared with the critical value of Chi-Square (15.207) at the .05 level of significance. Because the computed value was less than the critical value, the null hypothesis--"There is no significant difference between the responses of three randomly selected classes on the Piedmont Technical Institute Student Satisfaction Questionnaire relative to the degree of satisfaction"--was accepted.

The final version of the questionnaire (Form B) was developed based on the inputs from the reading specialist, panel of judges, and the student input from the field test. (See Appendix C)

Chapter 3

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was to develop a student satisfaction questionnaire related to the philosophy of the "open door" college and the characteristics of adult learners as defined by Malcolm Knowles. A review of the literature made in the areas of student retention, student satisfaction, and student motivation, suggested that institutions may be failing to meet the academic as well as the social/psychological needs of students. An additional review of the literature was conducted in the areas of questionnaire writing and validation. This review indicated the need to develop objectives for the instrument and to translate those objectives into questionnaire items which are respectful of the abilities of the participant. Finally, Knowles' assumptions about the characteristics of adult learners were reviewed.

The developed of the questionnaire was begun with the identification of four objectives for the study. Based on these objectives, six categories for items were outlined. Using these as a guide, a total of seventy-eight items were developed initially. After some preliminary refining, the items were referred to a reading specialist. Through mutual agreement, a seventh grade reading level was decided upon by the specialist and writer. The reading specialist then reviewed the instructions and items on an individual basis and recommended particular changes which were incorporated into the final version.

The Admissions and Retention Committee of Piedmont Tech were asked to serve as a panel of judges to validate the content of the items. They were given two separate opportunities to recommend changes which were also incorporated into the final version. The instrument was field tested with three classes which were randomly selected. Five volunteers were obtained in each class to which the instrument was administered. Participants were asked a series of questions about the instrument in terms of content, readability, length, and layout. Recommendations and suggestions were included in Form B. Finally, the consistency of the questionnaire was tested by performing the Chi-Square test on the frequency of responses for each class in each of the five Likert responses. The calculated value of Chi-Square was less than the critical value; and thus, the null hypothesis was accepted. Acceptance of the null hypothesis was interpreted as an indication that the instrument consistently measured the same factors in each of the three classes. The final version of the instrument (Form B) was developed based on the above input.

The development of the Piedmont Technical Institute Student Satisfaction Questionnaire (Form B) paralleled closely the guidelines suggested in the literature for questionnaire construction. The content of items also paralleled the current concerns in the literature relative to student satisfaction. Finally, it incorporated many concepts developed by Knowles relative to the characteristics of adult learners. Therefore, it was concluded that the questionnaire was a consistent and valid instrument for determining student satisfaction within the context of an "open door" philosophy when given the characteristics of adult learners.

The implications of this study for Piedmont Technical Institute are that a questionnaire was developed which can be used in a number of

ways. Among these are retention studies of graduates; follow-up studies with drop-outs or early leavers; and satisfaction studies of current students. In addition, the instrument can serve as a vehicle by which students can express their feelings--both negative and positive--about Piedmont Tech, and provides base data for faculty and administration about the satisfaction level of students relative to retention marketing. Finally, the instrument can accomodate the reading abilities of the majority of Piedmont Tech students.

In light of the above, it is recommended that the Piedmont Technical Institute Student Satisfaction Questionnaire be used in a study of student satisfaction to begin gathering base data for the development of a marketing retention plan. It is further recommended that the reliability coefficient and statistical validity be established for the questionnaire.

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APPENDIX A

RETENTION RATES BY PROGRAM
OVER AN 8-QUARTER PERIOD

(Fall '75-76 - Summer '77-'78)

Program	No. of Students Fall Qtr. '75-76	No. of Same Students either graduated by Summer '77-'78 or enrolled in Fall '77-'78*	Rate of Retention
Accounting	19	8	42%
Auto Mechanics	37	8	22%
Air Conditioning	40	15	38%
Business Administration	166	52	31%
Cosmetology	15	7	47%
Criminal Justice	51	22	43%
Early Childhood	15	6	40%
Electrical Installation & Maintenance	14	6	43%
Executive Secretary	25	10	40%
General Office	11	3	27%
Industrial Maintenance	36	5	14%
Industrial Management	194	111	57%
Mechanical Drafting	10	7	70%
Recreational Technology	21	10	48%
Taxidermy	23	10	43%
Welding	19	10	32%

The figures in this column reflect only those students who were enrolled in and either finished or are maintaining enrollment in the same program. No student who changed programs is counted in the retention rate of the original program.

APPENDIX B

PIEDMONT TECHNICAL INSTITUTE
STUDENT SATISFACTION QUESTIONNAIRE

INSTRUCTIONS: The form you have been given is a questionnaire about your satisfaction as a student at Piedmont Technical Institute. The purpose of the questionnaire is to provide a means by which all students--both those who are satisfied with the institute and those who are not--can express this feeling about it. This will help our institute find out more about what students here want and need in their learning experience. Please circle the response which comes closest to your feelings on each of the items using the following legend:

1 = very disatisfied
2 = dissatisfied
3 = unsure or no opinion
4 = satisfied
5 = very satisfied

PERSONAL INFORMATION: Please circle the response which best describes you.

Sex: male female Race: Black White Other:_____

Age: 18-22 23-29 30-35 36 and over Program: _____

Number of Quaters in Attendance at Piedmont Tech:
1 2 3 4 5 6 7 8 9 10 11 12 or more

Employment Status: Full-time Part-time Unemployed

Financial Aid Status: BOG VA CETA Work-Study Other: _____
None

I. POLICIES: The following items relate to school policies which directly affect students. Please show your feelings about these itmes using the legend listed above.

1. Piedmont Tech's student attendance policy states that students are required to be present for 75% of the class hours to receive credit in any course. Are you satisified with this policy?

1 2 3 4 5 (1)

2. In terms of attendance, hardship cases are limited to work-related conflicts. Other conflicts are evaluated and resolved by the student's instructor. Are you satisfied with the hardship policy?

1 2 3 4 5 (2)

3. Piedmont Tech subscribes to an "open-door" admissions policy. However, in seeking admission to the institute, potential students must meet the following entrance requirements:

a. Be a high school graduate or the equivalent (not required of one year diploma students),
b. Submit a completed application,
c. Provide a transcript of all previous education above the 8th grade,
d. Have a pre-admissions interview with a counselor, and
e. complete a pre-admissions informational test battery.

Are you satisfied that this a fair policy?

1 2 3 4 5 (3)

4. Piedmont Tech currently uses a traditional grading system of "A, B, C, D, F." Are you satisfied with this system?

1 2 3 4 5 (4)

5. Piedmont Tech has adopted a "Due Process Procedure" so that students may question the fairness of any disciplinary action taken against them by requesting a hearing before a committee. Are you satisfied that the Due Process procedure protects your rights and priveleges?

1 2 3 4 5 (5)

6. If a student does not maintain satisfactory progress, he or she will be placed on academic probation and required to take a reduced load of two courses for one quarter. Are you satisfied that this a fair policy?

1 2 3 4 5 (6)

7. It is possible to receive credit by examination at Piedmont Tech for at least one-half of a student's course requirements. Are you satisfied that most students are aware of this policy?

1 2 3 4 5 (7)

8. Are you satisfied with the present structure of the Student Association, which consists of four officers and a number of standing committees?

1 2 3 4 5 (8)

9. A $5.00 late registration fee is charged technical students who fail to register prior to the third school day following registration. Are you satisfied with the fairness of this policy?

1 2 3 4 5 (9)

10. All students are charged a $3.00 activity fee each quarter. Are you satisfied as to the manner is which the money is spent?

1 2 3 4 5 (10)

II. WORKING CONDITIONS: The following items relate to the environmental and physical conditions of Piedmont Tech's campus which affect students.. Please indicate your feelings about these items using the same legend listed above.

1. Are you satisfied with the comfort of the classrooms?
1 2 3 4 5 (11)

2. Are you satisfied with the use of the open classroom concept?
1 2 3 4 5 (12)

3. Are you satisfied with the cleanliness of classrooms?
1 2 3 4 5 (13)

4. Are you satisfied with the safety of labs and shops?
1 2 3 4 5 (14)

5. Are you satisfied with the cleanliness of labs and shops? 1 2 3 4 5 (15)

6. Are you satisfied with the convenience of ample parking for students? 1 2 3 4 5 (16)

7. Are you satisfied with the comfort of the student center?
1 2 3 4 5 (17)

8. Are you satisfied with the cleanliness of the student union?
1 2 3 4 5 (18)

9. Are you satisfied with the quality of food served in the student union?
1 2 3 4 5 (19)

10. Are you satisfied that the lighting, noise level, and other physical features of the Library/Learning Center are favorable to learning? 1 2 3 4 5 (20)

11. Are you satisfied with the availability of ample studying areas on campus? 1 2 3 4 5 (21)

12. Are you satisfied that the classrooms, shops, and labs are favorable to the learning needs of adults? 1 2 3 4 5 (22)

III. COMPENSATION: The following items relate to the amount of work or input required by the student in relation to what is received. Please denote your feelings about these items using the same legend as before.

1. Are you satisfied that the classroom work required of you is in keeping with that of an institution beyond the high school level?
1 2 3 4 5 (23)

2. Are you satisfied that the homework (or other out of class work) required of you is in keeping with that of an institution beyond the high school level? 1 2 3 4 5 (24)

3. Are you satisfied that the tests you are required to take as part of your course requirements are of the type that are challenging to students beyond the high school level?

1 2 3 4 5 (25)

4. Are you satisfied that the tests you are required to take as part of your course requirements are fair? 1 2 3 4 5 (26)

5. Final grades are reflective of the amount of work and study which the student has accomplished. Are you satisfied that this statement is true at Piedmont Tech? 1 2 3 4 5 (27)

6. Most adults have a specific goal in mind when they enroll in an educational program. Therefore, the student and the instructor need to agree on what needs to be learned and how it will be learned. Are you satisfied that this actually exists at Piedmont Tech?

1 2 3 4 5 (28)

7. Adults generally do not like being judged by other adults. Therefore, the instructor should help the student get proof of what he has learned, and then, together decide what grade the student should receive. Are you satisfied that this actually exists at Piedmont Tech? 1 2 3 4 5 (29)

8. Are you satisfied that the training you are receiving at Piedmont Tech is preparing you for productive employment? 1 2 3 4 5 (30)

9. When you first enrolled at Piedmont Tech, you probably had set some goal for yourself. Are you satisfied that the instruction has helped move you closer to meeting that goal? 1 2 3 4 5 (31)

IV. QUALITY OF EDUCATION: The following items concern the various academic conditions related to the individual development of Piedmont Tech students. Please list your feelings about these topics using the same legend as before.

1. Are you satisfied with the teaching ability of instructors ?

1 2 3 4 5 (32)

2. Are you satisfied with the help given to you by instructors?

1 2 3 4 5 (33)

3. Are you satisfied with the help given to you by your faculty advisor? 1 2 3 4 5 (34)

4. Are you satisfied that you are able to meet with instructors for conferences when necessary? 1 2 3 4 5 (35)

5. Are you satisfied that you are able to meet with a counselor when necessary? 1 2 3 4 5 (36)

6. Are you satisfied with the type of teaching methods used by most faculty members? 1 2 3 4 5 (37)

7. Are you satisfied that instructors show by example how theories have practical applications? 1 2 3 4 5 (38)

8. Are you satisfied that instructors involve students actively in class activities? 1 2 3 4 5 (39)

9. Are you satisfied that instructors are concerned with the students in their classes? 1 2 3 4 5 (40)

10. Are you satisfied with the content of the courses in your program? 1 2 3 4 5 (41)

11. Are you satisfied with the quality of supplies, materials, and equipment in your program? 1 2 3 4 5 (42)

12. Are you satisfied with the quantity of supplies, materials, and equipment in your program? 1 2 3 4 5 (43)

13. Are you satisfied with the number of books in the library related to your program? 1 2 3 4 5 (44)

14. Are you satisfied with the faculty advisement system at Piedmont Tech? 1 2 3 4 5 (45)

V. SOCIAL LIFE: The following items concern opportunities present at Piedmont Tech which relate to the building of self-confidence in social situations. As above, please use the same legend; except where a "yes, sometimes, no" response is asked.

1. Are you satisfied with the student activities program at Piedmont Tech? 1 2 3 4 5 (46)

2. Do you attend the movies sponsored by the Student Association? yes [illegible] no (47)

3. Have you attended or participated in intramural or intercollegiate sports at Piedmont Tech, such as baseball, basketball, volleyball, or golf? yes sometimes no (48)

4. Have you attended dances or other social functions sponsored by the Student Association? yes no (49)

5. Have you made new friends while attending Piedmont Tech? yes no (50)

6. Do you belong to one of the campus clubs or fraternites? yes no (51)

If yes, which one? _____ (52)

7. Are you satisfied with the number of clubs and other student organizations at Piedmont Tech? 1 2 3 4 5 (53)

8. At the present, Piedmont Tech does not publish a yearbook or a student newspaper. Are you satisfied with this arrangement? 1 2 3 4 5 (54)

9. If such publications were started, would you participate? yes no (55)

10. Are you satisfied with the participation of institutional employees in student activities? 1 2 3 4 5 (56)

VI. RECOGNITION: The following items relate to you as a person. Please denote your feelings about these items using the legend listed above, except where a "yes, sometimes, no" response is asked.

1. Are you satisfied that there is a feeling of friendship and respect present between students and instructors? 1 2 3 4 5 (57)

2. Are you satisfied that the attitude of instructors towards you is one of respect? 1 2 3 4 5 (58)

3. Are you satisfied with the attitude of instructors towards your personal problems? 1 2 3 4 5 (59)

4. Are you satisfied with the attitude of instructors towards your family responsibilities? 1 2 3 4 5 (60)

5. Are you satisfied with the attitude of instructors towards your work responsibilities? 1 2 3 4 5 (61)

6. Are you satisfied that Piedmont Tech is helping you reach certain goals which you have set for yourself? 1 2 3 4 5 (62)

7. In your dealings with non-teaching staff (administrators, counselors, secretaries, and others) at the institute, are you satisfied with the manner in which you are treated? 1 2 3 4 5 (63)

8. Is there at least one faculty member that you feel cares for you as a person? yes no (64)

9. When you go gome after class, are you satisfied with the treatment and recognition you received at Piedmont Tech as a student? 1 2 3 4 5 (65)

10. Are you satisfied with the contribution you have made to Piedmont Tech as a student? 1 2 3 4 5 (66)

APPENDIX C

PIEDMONT TECHNICAL INSTITUTE
STUDENT SATISFACTION QUESTIONNAIRE

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1 = very dissatisfied
2 = dissatisfied
3 = unsure or no opinion
4 = satisfied
5 = very satisfied

PERSONAL INFORMATION: Please circle the answer which best describes you.

Sex: male female Race: Black White Other:_____

Age: 18-22 23-29 30-35 36-64 65 and over Program:_____

Number of Quarters in Attendance at Piedmont Tech: 1 2 3 4 5 6 7 8 9 10 11 12 or more

Employment Status: Full-time Part-time Unemployed

If employed, What is your job?-_____ Where do you work?_____

Educational Aid Status: BEOG VA CETA Work-study Other:_____

NONE

I. POLICIES: The following items relate to school policies which directly affect students. Please show your feelings about these items using the legend listed above.

1. Piedmont Tech's student attendance policy states that students are required to be present 75% of the class hours to receive credit in any course. Are you satisfied with this policy?

1 2 3 4 5 (1)

2. In terms of attendance, hardship cases are limited to work-related conflicts. Other conflicts are evaluated and resolved by the student's instructor. Are you satisfied with the hardship policy?

1 2 3 4 5 (2)

3. Piedmont Tech subscribes to an "open-door" admissions policy. However, in seeking admission to the school, potential students must meet the following entrance requirements:

A. Be a high school graduate or the equivalent (not required of diploma students),
B. Submit a completed application,
C. Provide a transcript of all previous education above the 7th grade,
D. Have an interview with a counselor, and
E. Complete a pre-admissions test battery.

Are you satisfied that this is a fair policy? 1 2 3 4 5 (3)

4. Piedmont Tech currently uses a traditional grading system of "A, B, C, D, F, NC, I." Are you satisfied with this system?

1 2 3 4 5 (4)

5. Piedmont Tech has adopted a "Due Process Procedure" so that students may question the fairness of any disciplinary action taken against them by requesting a hearing before a committee. Are you satisfied that the Due Process procedure protects your rights and privileges?

1 2 3 4 5 (5)

6. If a student does not maintain satisfactory academic progress, he or she will be placed on academic probation and required to take a reduced load of two courses for one quarter. Are you satisfied that this is a fair policy? 1 2 3 4 5 (6)

7. It is possible to receive credit by examination at Piedmont Tech for not more than one-half of a student's course requirements. Are you satisfied that most students are aware of this policy?

1 2 3 4 5 (7)

8. Are you satisfied with the present structure of the Student Association, which consists of four officers and a number of standing committees?

1 2 3 4 5 (8)

9. A $5.00 late registration fee is charged technical students who fail to register before the third school day following registration. Are you satisfied with the fairness of this policy? 1 2 3 4 5 (9)

10. All students are charged a $3.00 activity fee each quarter. Are you satisfied with the way the money is spent? 1 2 3 4 5 (10)

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1. Are you satisfied that the classroom work required of you is in keeping with that of an institution beyond the high school level? 1 2 3 4 5 (23)

2. Are you satisfied that the out of class work required of you is in keeping with that of an institution beyond the high school level? 1 2 3 4 5 (24)

3. Are you satisfied that the tests you are required to take as part of your course requirements are of the type that are challenging to students beyond the high school level? 1 2 3 4 5 (25)

4. Are you satisfied that the tests you are required to take as part of your course requirements are fair? 1 2 3 4 5 (26)

5. Final grades show the amount of work and study which the student has accomplished. Are you satisfied that this statement is true at Piedmont Tech? 1 2 3 4 5 (27)

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2. Are you satisfied with the help given to you by instructors? 1 2 3 4 5 (33)

3. Are you satisfied with the help given to you by your faculty advisor? 1 2 3 4 5 (34)

4. Are you satisfied that you are able to meet with instructors for conferences as needed? 1 2 3 4 5 (35)

5. Are you satisfied that you are able to meet with a counselor when necessary? 1 2 3 4 5 (36)

6. Are you satisfied with the types of teaching methods used by most faculty members? 1 2 3 4 5 (37)

7. Are you satisfied that instructors show by example how theories have practical applications? 1 2 3 4 5 (38)

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11. Are you satisfied with the quality of supplies, materials, and equipment in your program? 1 2 3 4 5 (42)

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4. Have you attended dances or other social functions sponsored by the Student Association? Yes No (49)

5. Have you made new friends while attending Piedmont Tech? Yes No (50)

6. Do you belong to one of the campus clubs or fraternities? Yes No (51)

If yes, which one?_____ (52)

7. Are you satisfied with the number of clubs and other student organizations at Piedmont Tech? 1 2 3 4 5 (53)

8. At the present, Piedmont Tech does not publish a yearbook or a student newspaper. Are you satisfied with the arrangement? 1 2 3 4 5 (54)

9. If such publications were started, would you participate? 1 2 3 4 5 (55)

10. Are you satisfied with the participation of institutional employees in student activities? 1 2 3 4 5 (56)

VI. RECOGNITION: The following items relate to you as a person. Please show your feelings about these items using the legend listed above, except where a "yes or no" response is asked.

1. Are you satisfied that there is a feeling of friendship and respect present between students and instructors? 1 2 3 4 5 (57)

2. Are you satisfied that the attitude of instructors towards you is one of respect? 1 2 3 4 5 (58)

3. Are you satisfied with the attitude of instructors towards your personal problems? 1 2 3 4 5 (59)

4. Are you satisfied with the attitude of instructors towards your family responsibilities? 1 2 3 4 5 (60)

5. Are you satisfied with the attitude of instructors towards your work responsibilities? 1 2 3 4 5 (61)

6. Are you satisfied that Piedmont Tech is helping you reach certain goals which you have set for yourself? 1 2 3 4 5 (62)

7. In your dealings with non-teaching staff (administrators, counselors, secretaries, and others) at the institute, are you satisfied with manner in which you are treated? 1 2 3 4 5 (63)

8. Is there at least one faculty member that you feel cares for you as a person? Yes No (64)

9. When you go home after class, are you satisfied with the treatment and recognition you received at Piedmont Tech as a student? 1 2 3 4 5 (65)

10. Are you satisfied with the contribution you have made to Piedmont Tech as a student? 1 2 3 4 5 (66)

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LOS ANGELES

JUN 23 1978

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